

End Goals	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Can ride a balance bike	Can ride on a 4 wheel sit on/push along toy	Can ride a 3 wheeled bike i.e. scuttle bug	Can push a balance bike along while walking	Can sit on a balance bike	Can have a go moving along with help	Can ride balance bike unaided
Can show emotional resilience	Introduction to self-regulation - Be able to separate from their main carer with support from a familiar adult e.g. Keyworker	Sharing – be able to independently share resources with their peers without prompts or encouragement from an adult	Dysregulation – Be able to overcome intense emotions, control impulsive behaviour, and identify difficult emotions	Strategies – Use breathwork and techniques like tapping or giving themselves a hug to feel ‘in the present’	Problem solving – Be able to recognise how they’re feeling and find an appropriate way to deal with it	Self-regulation – Be able to identify and deal with big emotions independently. Seek out solutions using the tools learnt
Can sing and perform 12 nursery rhymes	Join in with teachers and peers in a group	Can join in with actions if necessary	Can remember the words to the rhymes/songs	To sing alongside friends without adults	To sing to peers at circle time	Perform a group concert at the end of the year
To set-up, prepare and clear away own snack	Allowing children to serve themselves own snack and clear plate away	Being able to pour their own drink	Being able to cut fruit and vegetables	Being able to peel fruit i.e., banana or orange	Being able to butter some toast	Being the special helper at snack time
Make up story with own imagination	Sit with peers at story time	Encourage imagination with role play/puppets	Play with props and be able to give an ending to a story with help	Follow a story with no pictures - with group participation	Ask open ended questions about a story	Make up a story and role play it with peers or adults
How plants grow	Get ground ready/digging Gross motor skills	Planting seeds Fine motor skills	Maintenance – watering and weeding Fine and gross motor	Observing how things grow	Harvesting Fine and gross motor	Can explain the process of how plants grow
Draw recognisable picture of own choice	Gross motor skills Painting large scale picture of own choice	Develop fine motor skills Use water spray bottle, tweezers, pincer motion	Mark-making with different materials	Develop pencil grip, pencil control	Draw recognisable shapes and objects	Speak about what they’ve drawn. i.e. this is my mummy
Confident in basic mathematical concepts	Can recognise several shapes and colours	Can recognise some numbers and count to 5	Can describe whether an object is bigger/smaller, higher/lower, over /under etc	Can match and sort pictures into pairs or objects into colour/size groups	Can count to 10 and can recognise numbers out of sequence	Can say which number is one more or one less, up to number 10
Outdoor learning at the Woodland Scarecrows	Learning to walk to OPG calmly in a group observing road crossing rules	Understanding and observing the boundaries in the outdoor setting	Explore the woodland environment, playing with natural resources that promote physical development	Learn about the environment and how to care for woodland spaces	Learn about plants, animals and insects, and how they live in their natural habitats	Helping to prepare and serve a snack and warm drink for the children